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ABSTRACT

Local advisory councils are established for the purpose of advising local educational officials on current job needs and the relevance of courses being offered by their educational agency and to assist local division administrators in the development of the annual vocational plan. This guide presents a systematic approach to the organization and operation of local advisory groups for vocational education. The procedures outlined in this publication are based on identified techniques and strategies, and therefore establish a standard for organizing and operating local vocational education advisory groups. The publication defines advisory councils, details their legislative history, and sets up procedures for organizing, establishing, and operating a local vocational education council. It also treats occupational advisory council committees, and provides a handbook for vocational education advisory council members. Appendixes contain sample forms for use in organizing and maintaining an advisory council. A bibliography is included. (KC)

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LOCAL ADVISORY COUNCILS FOR VOCATIONAL EDUCATION

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FOREWORD

Local advisory councils for vocational education are vital to the success of Vocational Education in Virginia. Local advisory councils are established for the purpose of advising local educational officials on current job needs and the relevance of courses being offered by their educational agency and to assist local division administrators in the development of the annual vocational plan. This guide presents a systematic approach to the organization and operation of local advisory groups for vocational education.

Melvin H. Garner
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STATEMENT OF PURPOSE

A vocational advisory council is a group of persons from the business, industrial, and labor community selected to assist and advise vocational education planners and administrators in the operation of vocational programs. The council's primary purpose is to render advice on the conduct of these programs. Serving as a liaison between the vocational education program and the community, the council, through involvement in planning, operation, and evaluation, can provide invaluable advice for the conducting of outstanding programs.

For some time, vocational educators have recognized the need for and advantage of having input from business, industry, and labor. Such input can aid educators in making realistic and appropriate decisions concerning the operation of their programs. Councils can be a vehicle for helping to identify and to meet the needs of youth and adults in vocational education. Because of the obvious advantages, federal regulations now are requiring all recipients of financial aid for vocational education, under the Vocational Act Amendments of 1976, to organize and operate such councils.

This guide has been prepared by the National Center for Research in Vocational Education, The Ohio State University Research Foundation, and a task force of experienced Virginia vocational educators and administrators to give direction to local vocational advisory groups. The procedures outlined in this publication are based on identified techniques and strategies and, therefore, establish a standard for organizing and operating local vocational education advisory groups.

This guide will serve as a valuable reference for lay persons and vocational educators in establishing and maintaining an effective program of work.

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GLOSSARY

Agency Head. Includes division superintendents, college presidents, and directors of other state agencies.

Educational Agency. Refers to a local school division, regional vocational center, or postsecondary institution.

General Advisory Council. A group, usually of seven to eleven persons, from the business, industrial, and labor community selected by a school system to assist and advise vocational education planners and administrators in the operation of vocational programs within that division.

Local Board. The elected or appointed group of officials who govern the school and hold legal responsibility for its operation. This includes local school boards and community college boards.

Occupational Committees. A group of four to six members knowledgeable in a specific occupational area or school department, i.e., agriculture, business education, distributive education, home economics, health, industrial arts, and trade and industrial education. Sometimes this committee is identified as a course, craft, or program committee.

Postsecondary Institutions. Refers to institutions offering educational services beyond the secondary school level. Includes community colleges, four-year colleges and universities, and various state institutions and agencies.

Vocational Administrator. Includes local vocational directors or persons responsible for vocational-technical education, and other community college program chairpersons.

Introduction

A vocational education program can become effective by involving local community members on an advisory council. The purpose of the council is to contribute to the program planning process. In this way, the council improves the vocational program by reflecting occupational employment needs of the surrounding community. Interaction of school administrators and members of the community with regard to the community's employment needs as well as students' occupational interests fosters the development, growth, and maintenance of a viable, relevant vocational education program. Collaboration with community members is an important aspect of vocational education program planning.

A Brief Legislative History of Advisory Councils

Smith-Hughes Act

The Smith-Hughes Act was passed in 1917. The use of lay advisory groups in vocational education was encouraged in the provisions of this legislation. Such encouragement, as delineated in the Smith-Hughes Act, was precipitated by a fear that the growth of vocational education programs would be thwarted if their administration was left entirely to school officials who possessed only academic backgrounds. During that period, recipients of federal funds for vocational education were expected to seek the advice of the best minds of the community they purported to serve. Early in the 1900s, therefore, a recognized need existed for advisory groups to assist in the planning of vocational education programs and to help establish a communication link between the school and the community.

By the late forties and early fifties, state supervisory personnel and vocational teacher educators were beginning to endorse the concept of utilizing local advisory councils. Inasmuch as advisory council establishment was usually an option left to the individual teacher, councils were organized in some communities and not organized in others. Thus, for the last three or four decades, vocational education teachers at the secondary, postsecondary, and adult level have used local advisory groups with varying degrees of effectiveness.

With the emergence of area vocational-technical education centers and community colleges in the mid-1960s, the use of general vocational advisory councils became a common practice. Thus, there has been a long tradition of involvement of local advisory groups in vocational education.

Citizen involvement in the planning stages of vocational education has been given additional impetus through recent federal legislation. The Vocational Education Act of 1963 established the National Advisory Council for Vocational Education. The Vocational Education Act Amendments of 1968 included the first legal mandate calling for the formulation of state advisory councils. Their responsibilities and membership were expanded with the enactment of the 1972 Education Amendments. The Education Amendments of 1976 emphasized greater involvement than in the past of national and state councils and called specifically for advisory councils at the local level.

Mandated Advisory Councils

The National Advisory Council

The National Advisory Council for Vocational Education advises the President, Congress, and the U.S. Department of Education regarding vocational education on a nationwide basis and provides technical assistance and leadership to state advisory councils. The President of the United States appoints the members of the National Council to represent specific segments of society.

The Virginia State Advisory Council

The Virginia State Advisory Council, mandated by federal legislation, advises the Virginia State Board of Vocational Education in the development of the annual vocational program plan, and the vocational accountability report. The Virginia State Advisory Council also has responsibility for providing technical assistance in the establishing and operating of local advisory councils when requested by a local education agency.

The state advisory council members in Virginia are appointed by the governor. Membership must be representative of various sectors of society as specified by law.

Local Advisory Councils

The Education Amendments of 1976 was the landmark legislation which established the beginning of local advisory councils for vocational education. Each eligible recipient who receives federal, financial assistance under this Act to operate vocational education programs shall, as required by law, establish a local vocational advisory council.

The purpose of local advisory councils, as mandated by this legislation, is to advise local education officials on current job needs and the relevance of courses being offered by their educational agency and to assist in the development of the annual vocational plan. Local advisory council membership must include representatives of the general public, especially of business, industry, and labor. In addition, each local advisory council is to have an appropriate representation of both sexes and an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community, or region which the local advisory council serves.

Why Have a Local Advisory Council?

An advisory council can be very important to the vocational administrator/educator who is interested in establishing and operating an up-to-date vocational education program. By seeking the advice of lay persons from the community who have first-hand information concerning current business trends, technological demands, and realistic job requirements, effective communication lines between education and the world of work can be created. This communication system will enable the vocational student to receive instruction based on input from persons who have practical, everyday occupational knowledge of skills necessary in the world of work. Vocational programs based on realistic occupational skills which approximate the real workplace will facilitate the transition for students from school to the work force.

How can a local advisory council be organized and maintained effectively so as to implement the legal mandates of 1976? What are the legal implications, if any, for the local vocational education administrator in establishing an advisory council? The information assembled in the following pages has been generated to answer such questions. The implementation of the suggested activities included in this guide will help to bridge the communication gap between education and the lay public. With implementation accomplished, the educational opportunities available to the students in the Commonwealth of Virginia will be improved.

Organization of Local Advisory Groups for Vocational Education

Although there is considerable diversity regarding the labeling and defining of local advisory groups, two basic groups have emerged: the general advisory council and the occupational advisory committee.

The General Advisory Council

The general advisory council assists in the development and maintenance of the entire vocational-technical education program. The council is established to

1. identify the needs of the individuals and the community;
2. help assess labor market requirements;
3. assist in the identification of long-range goals;
4. contribute to the establishment and maintenance of realistic and practical programs;
5. participate in developing community understanding and support; and
6. aid in building the prestige of and respect for the entire program of vocational technical education.

The membership of this council should represent the elements of the community it serves. Representatives from business, management, labor and industry, former graduates, and other segments of the public should be chosen because of their broad knowledge, societal and economic concerns, and their interest in education. The appointment of a guidance counselor to the council might facilitate the articulation of guidance services and vocational-technical education. The superintendent of schools, a school administrator, or the vocational administrator usually will serve as the liaison officer between the local board and the general advisory council.

Occupational Advisory Committee

The occupational advisory committee, sometimes referred to as a craft or program committee, is concerned with specific occupational areas, e.g., business, agriculture, health, rather than with the entire vocational program. The major responsibility of program committees is to work closely with the vocational teacher and the problems and concerns at the classroom level. The occupational committee should provide advice on such matters as:

1. the relevancy of instructional materials,
2. laboratory equipment,
3. teacher qualifications,
4. placement and follow-up of graduates, and
5. student organizations.

The membership of this committee might consist of a vocational educator, recent graduates of the program, and other members with knowledge and skill in the occupational field.

Suggested Organizational Arrangements

Whereas all recipients of federal vocational funds *must* operate a general advisory council (see page 1.2), some latitude is granted to local divisions and postsecondary institutions with respect to the arrangement patterns by which advisory groups are organized. The responsibility of determining the most desirable organization rests with the local education agency.

Secondary School Level. A small secondary division may find it expedient to operate only a general vocational advisory council. Such an arrangement also may be advisable where the vocational preparation of the student is accomplished through a joint agreement with another school division or a regional vocational education center serving several school divisions. In this case, *one* general advisory council could serve those divisions involved in the regional arrangement.

A large school division offering a comprehensive vocational curriculum might find it helpful to organize not only a general advisory council, but also several occupational committees. Each occupational committee formulated should represent the respective occupational area(s) being taught in the school division. If both groups are used in the same division, the chairperson of the various occupational committees should serve on the general council to facilitate joint action between the groups.

Postsecondary Level. A postsecondary institution offering occupational and technical education programs for which federal funds are granted also is required to organize and operate a general advisory council. This council advises the institution with respect to the overall occupational-technical program. The director of the occupational-technical education program functions as the administrative liaison between the institution and the general advisory council.

If the postsecondary institution trains students across a regional area, it might find a regional advisory council helpful. Membership in a regional advisory council should be representative of the geographical area within which the majority of students ultimately are employed. The president of the institution plays an important, active role in regional advisory council activities.

Many postsecondary institutions also are concerned with seeking the advice of occupational advisory committees regarding instructional programs in specific occupational-technical areas. The respective occupational-technical education program department chairperson usually is assigned the task of representing the college on the occupational committee. As occupational programs expand and additional committees are developed, however, it becomes physically impossible for one person to be responsible to all advisory groups. When this happens, the most knowledgeable person in the special occupational area should represent the school on the occupational committee.

Whether a secondary or postsecondary institution, the adoption of any one of the local vocational education advisory-group patterns should be determined by the local unit based upon its mission, need, size, and the complexity of the overall vocational-technical program. A suggested organizational chart for vocational education advisory groups is illustrated in Figure 1, pp. 1.8.

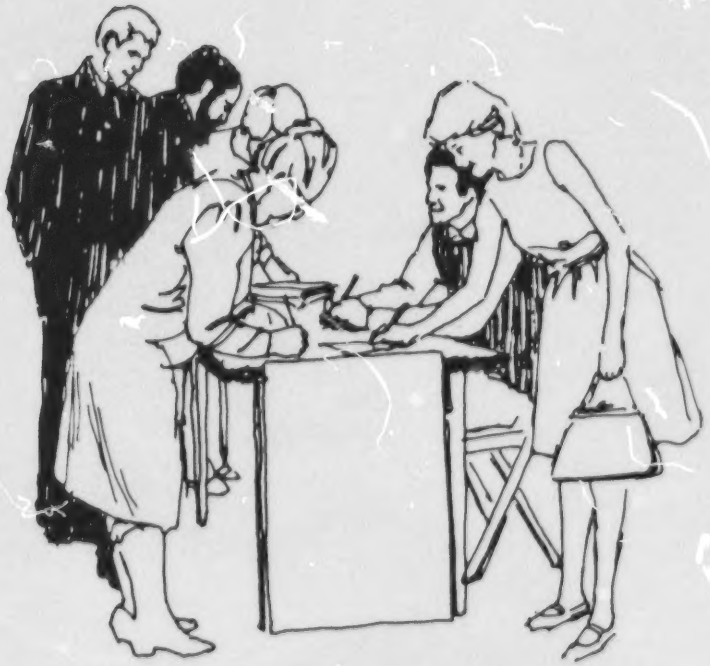
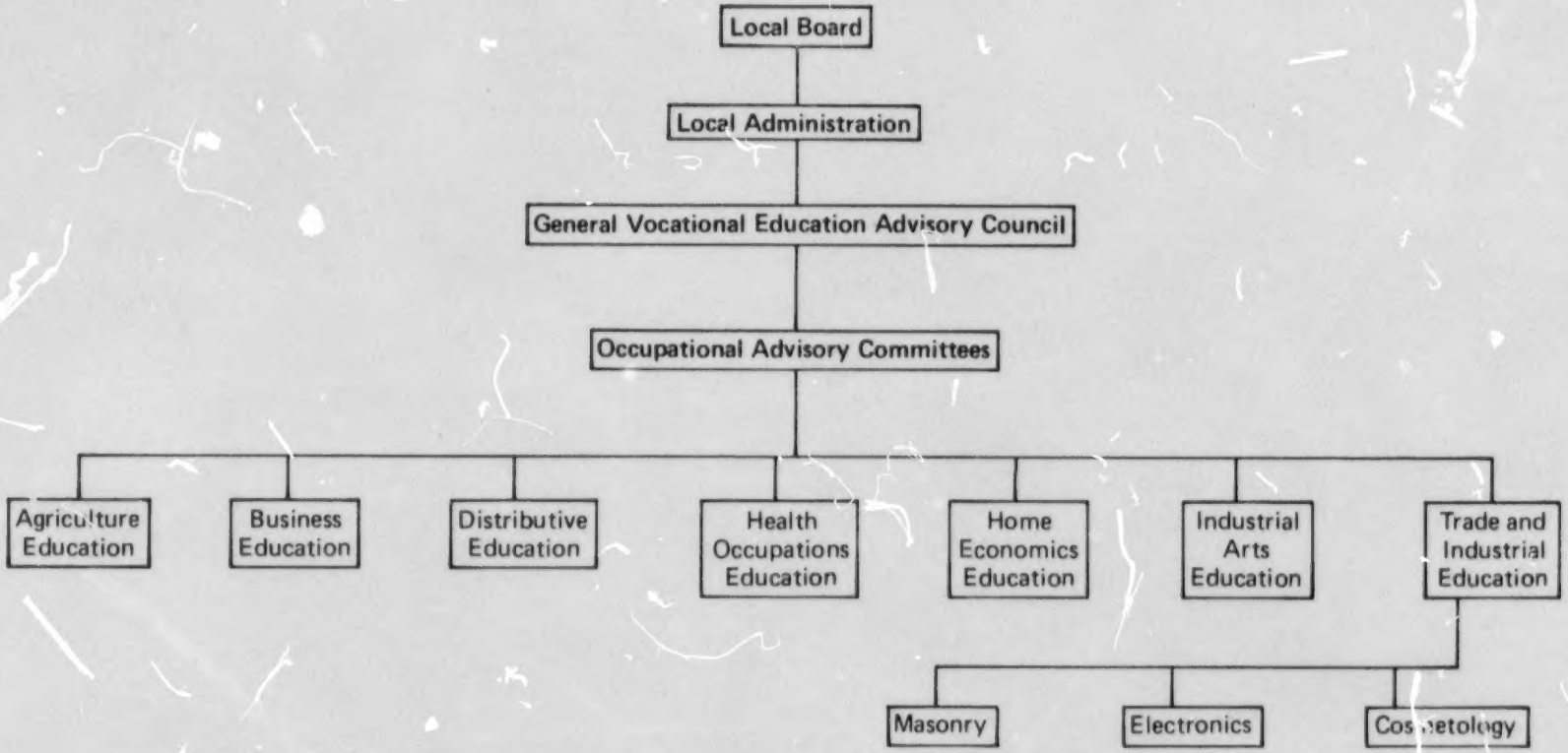


Figure 1

SUGGESTED ORGANIZATIONAL STRUCTURE FOR
VOCATIONAL EDUCATION ADVISORY GROUPS



Establishing a Local Advisory Council for Vocational Education

The following steps are recognized as general procedures for establishing and implementing vocational education advisory councils:

1. Approval of Local Board
2. Selection and Appointment of Members
3. Organization and Execution of Meetings
4. Establishment and Revision of Council Bylaws

Most local educational boards have established policies regarding the organization of advisory councils. One of the first actions, therefore, would be to determine exactly what provisions or restraints are imposed locally, and then proceed by modifying the above steps to conform with local policy, existing structures, and the need for organization.

Local Board Approval

The initial step in establishing a vocational education advisory council is to secure local board approval. The board members will want to know why a vocational advisory council should be established and how it will operate. To answer these questions, a statement of purpose for forming the council (charter) should be prepared. For a sample authorization form and a sample advisory council charter, see appendices A and B, pp. 4.3 and 4.5.

Selection and Appointment of Members

Establishing an advisory council of a manageable size is very important if the council is to function efficiently. In determining the size, consideration should be given to creating a balance of representatives from within the community. One member could represent several interests. Consideration should be given to the individual's willingness to serve, demonstrated ability, and knowledge of the advisory council's functions. Whereas general vocational education advisory councils vary in size from community to community, membership is frequently seven to eleven persons. Administrators, teachers, and board members should serve as ex officio members.

Various methods are used in the different educational agencies to select advisory council members. Local school divisions, for example, might solicit nominations from their vocational teachers, consultants, ex officio members, or a selection committee. Postsecondary institutions may place the responsibility for member selection on the occupational-technical administrator.

The use of a selection committee is recommended as the most satisfactory method of nomination. A selection committee should be authorized by the school board. For a sample selection committee resolution, see Appendix C, pp. 4.7. Normally, it is composed of three to four members, one of which is a representative of the educational agency's staff. Selection committees function to:

1. determine the characteristics and components of the community;
2. secure the names of representative individuals with desired capabilities; and
3. interview, screen, and recommend those individuals best qualified to serve.

The selection committee provides the school board with a nonpartisan means of selecting lay citizens to serve the educational agency in an advisory capacity.

Whatever means is used in the selection of advisory council members, certain procedures should be followed. Survey the community and compile a preliminary list of qualified candidates. Inasmuch as the school board retains the right to reject any nomination, it might be advisable to have a preliminary listing approved prior to conducting interviews with any of the candidates. Such a screening process could eliminate possible embarrassment at a later date. From the approved list of potential candidates, a sufficient number of interviews should be conducted in order to prepare the final list of nominees for presentation to the local board. For a sample candidate information form, see Appendix D, pp. 4.9.

The list of nominees presented to the local board should be complete at time of presentation. By so doing, the school board is not forced to consider alternatives or to make unnecessary decisions concerning the candidacy of any individual. This approach also makes it possible for the local board to approve the appointment of all members at the same time.

After the school board has made the appointment(s), a personal letter of confirmation signed by the superintendent, the chairperson of the board, or the institution's chief officer should be sent to each of the appointees. Information concerning the vocational education advisory council's first or next meeting could be included. A sample appointment letter is shown in Appendix E, pp. 4.11.

Organizing and Executing a Meeting

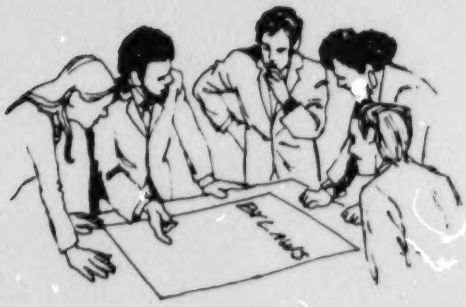
The chairperson of the advisory council is a lay person elected by the council. The chairperson who presides at all meetings must see that all council meetings are planned well and scheduled at regular intervals. To accomplish these goals, the chairperson should work closely with school officials. The chairperson and the vocational administrator responsible for the advisory council should confer before a council meeting to determine the topics and issues to be discussed and to establish an agenda containing worthwhile content.

The vocational administrator, who serves as the secretary for the group, mails the agenda and any other pertinent information to each council member prior to the meeting. Advisory council meetings are effective when the agenda and discussion items are mailed to members at least one week before the meeting. Telephone contacts to council members should be made by the vocational administrator several days prior to the meeting to confirm time, place, etc. To allow input from the members, some time should be allotted at each meeting to permit council members to suggest agenda items for future meetings and to request additional information which will aid deliberations.

Even though meetings might not follow strict rules of parliamentary procedure, each question to be decided by the council should be acted on by a motion, a second to the motion, a discussion, and a vote. Robert's Rules of Order should be used as the authoritative document regarding questions of parliamentary procedure.

A meeting of the council can be only as effective as the participation of its members. One of the most effective ways to encourage attendance and participation is to provide the council with real problems and situations to discuss. In planning a meeting, the chairperson and vocational administrator should organize the activities in such a way that the council understands the value of its contributions.

It is advisable to begin and adjourn meetings at the designated time. By following this procedure, most councils will adhere to the agenda, and members will feel comfortable about their contribution and attendance. For a sample agenda for a regular council meeting see Appendix F, pp. 4.13 .



Establishing Council Bylaws

Realizing that a vocational education advisory council is comprised basically of experienced persons from business, industry, and labor who are serving voluntarily, it is very important that each member feel his/her time is spent wisely. One way of assuring that each meeting will be conducted in an effective and orderly manner is to establish a set of operational rules which specifically state provisions by which the council organizes itself, selects its officers, establishes subcommittees and rules, selects the date, place, and time for meetings, formulates programs, and prepares meeting agendas. These operational procedures not only serve as rules and/or bylaws to prevent misunderstandings among the participating groups, i.e. school board members, school administrators, teachers, and advisory council members, but also provide a basis for holding regularly scheduled meetings. Regularly scheduled meetings of the advisory council are important for two reasons:

1. Extremely busy persons from business, industry, and labor can place specific dates on their calendars and thus avoid conflict with their working schedules.
2. Prearranged meeting dates will insure that councils are meeting on a regular basis to discuss details programmed on the yearly calendar.

These bylaws should serve as a set of rules by which the advisory council will be governed and operated. The bylaws will help the council from taking inappropriate actions which could reduce or destroy the council's ability to assist the educational agency.

Adopting a prepared set of bylaws without taking the time to approve each item is a mistake and can pave the way for dissension within the council at a later date. Each item of the proposed bylaws should be discussed then modified, deleted, and/or approved by majority vote of the council. For a suggested outline of advisory council bylaws, see Appendix G, pp. 4.15 .

Operation of a Local Advisory Council

Major Functions and Responsibilities

A local advisory council is a group of concerned and informed citizens appointed by the School Board to advise and to assist school officials in the conduct of vocational education programs. One requirement in the 1976 legislative mandates was the establishment of an advisory council for vocational education before an educational agency could participate in federally funded programs. Also prescribed in the mandates were specific guidelines with respect to the role a local advisory council should play.

In an effort to assist the vocational education personnel in Virginia ascribe to the legal mandates and to operate an advisory council effectively, the following major functions and responsibilities of such a council as identified and presented in this section are recommended. These functions and responsibilities should not limit the creativity of an individual council. Rather, they should provide a broad basis for assisting a council in carrying out its mission to improve the vocational education program.

Major Functions and Responsibilities

- Legal Responsibilities
- Responsibility in State Board Evaluation
- Program Evaluation by Advisory Council

Legal Responsibilities

Through provisions of the Vocational Education Act as amended in 1976, AN ADVISORY COUNCIL IS CHARGED WITH THE LEGAL RESPONSIBILITY OF ADVISING ITS APPOINTING AUTHORITY CONCERNING CURRENT JOB NEEDS AND THE RELEVANCE OF EXISTING PROGRAMS TO DEMANDS OF THE JOB MARKET. In order to comply with this mandate, a local advisory council should involve itself in the following kinds of activities:

1. Advise on current job needs. Our society is one in which rapid technological change and the attendant change in job requirements have become the rule rather than the exception. In order to provide a vocational program which is in keeping with the current job needs, continuous assessment of employment trends and emerging occupations is essential. A local advisory council can assist a local school division or a postsecondary institution in such an assessment.

In addition to its members' individual knowledge concerning current job needs, a council should review certain employment data to secure information on which to base its advice to an educational institution. Below are examples of sources from which such information could be secured. They should be tapped when gathering current-job-needs-information.

EMPLOYMENT DATA SOURCES

- Virginia Employment Commission
- Virginia Occupational Information Coordinating Committee
- Comprehensive Employment and Training Act (CETA) prime sponsors
- Community-based organizations (Chamber of Commerce, Better Business Bureau, Administrative Management Society, Sales and Marketing Executives, etc.)
- Area Employers
- Surveys done by Chamber of Commerce, local school division, etc.
- Employer surveys conducted by state vocational education evaluation system
- Local follow-up of graduates

2. **Advise on the relevance of school vocational programs as related to current job needs.** Based on the occupational needs of the labor market, an ongoing assessment should be conducted of the vocational program to determine not only whether the program is preparing students to function adequately in an occupation of their choice, but also whether the program being offered is applicable to available employment. Below are ways in which a council might gather pertinent information about vocational program relevance. The council's advice should be based on the results of this ongoing assessment.

WAYS TO GATHER AND ANALYZE INFORMATION REGARDING VOCATIONAL PROGRAM RELEVANCE

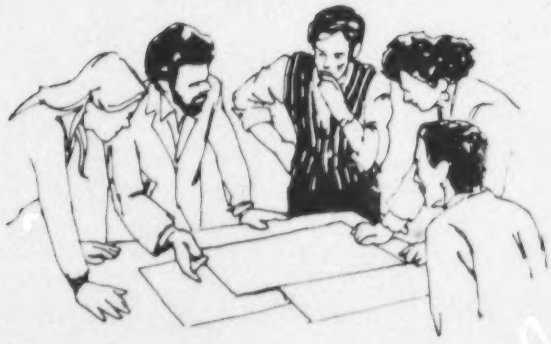
- Study the educational agency's follow-up of vocational program graduates.
- Seek reaction of employers regarding performance of employees trained through the vocational education program.
- Review curriculum content.
- Review "Student Program Completion" Report.
- Examine vocational enrollment patterns.
- Review adequacy and appropriateness of equipment.

In addition to an advisory council's responsibility of advising concerning job needs and the relevance of existing programs to the demands of the job market, the council also is mandated by law TO ASSIST AN EDUCATIONAL AGENCY IN THE DEVELOPMENT OF THE ANNUAL VOCATIONAL EDUCATION PLAN.

3. **Assist with the development of the annual vocational plan.** The annual plan for vocational education should reflect input from all interested parties involved in the vocational education program, including students, parents, teachers, supervisors, administrators, and the local vocational education advisory council. The advisory council might appoint a standing committee from within its membership to assist vocational educators in developing the vocational education plan. Occupational committees, if organized and functional, may be used to provide input from specific program areas. Such participation will assure not only the development of a viable plan, but also broad local participation in the implementation of the plan. *The chairperson of the local advisory council must give assurance to the Virginia Department of Education that the council assisted and advised in the development of the plan as required.* The local advisory council should work to affect local policies in response to the state vocational plan. Engaging in the strategies listed below will facilitate this process.

PLANNING STRATEGIES

- Devise techniques for involving council in program plan.
- Develop a timetable for council involvement.
- Review state and local planning processes.
- Assess previous year's plan and provisions (accountability report).
- Become familiar with overall school division plan.
- Obtain feedback from council members.
- Prepare periodic progress report of local plan implementation.



Responsibility in State Board Evaluation

It is required by public law 94-482 that each educational agency's vocational program be evaluated once every five years by the Virginia Department of Education. The State Advisory Council is required to assist the State Department of Education in developing the evaluation plan. The local advisory council also plays an important role in the evaluation process.

Members of each local advisory council are informed that a vocational program evaluation is being planned in the local school division which they represent. This is done through an invitation to attend an evaluation orientation meeting sponsored by the State Department of Education. At this meeting, the local vocational administrator and advisory council chairperson are given not only an explanation of the evaluation process but also the specific evaluation materials needed for evaluation preparation. The advisory council members might be involved in the evaluation process in the ways listed on the following page.

EVALUATION PROCESS INVOLVEMENT

- Serve as a team member on one or more of the three-day, on-site evaluations in their own or other educational agencies.
- Visit programs in their own school division with state vocational staff members.
- Attend the State Department administrative review team's interview session with the local vocational administrator.
- Attend the exit conference of the State Department's evaluation team.
- Review and study the evaluation summary.
- Make recommendations to the local school board for program improvement based on the evaluation summary.

5TH YEAR EVALUATION

Program Evaluation by Local Advisory Councils

The local vocational education advisory council might submit its own annual evaluation report to the local school board. The report might contain a summary of the council's activities during the year as well as recommendations to the local school board pertaining to areas and issues determined by the council to be in need of school board attention. Inasmuch as some of these recommendations require lead time for implementation, immediate action on all recommendations is not practical. The council carefully assesses the acceptance by the board of their recommendations to determine its forthcoming actions.

Constant communication among the local vocational education advisory council, the local school board, the local school administration, and the local vocational education program personnel should be maintained so that actions taken in response to the recommendations can be monitored.

A specific example of an advisory council recommendation to the board is illustrated below. Response to these recommendations should be monitored on the "Response" and "Actions To Be Taken" sections.

RECOMMENDATION 1: SEX EQUITY IN VOCATIONAL EDUCATION

The Council recommends to the Board of Education that a handbook for use by educators be developed which provides information on the issue of sex equity in vocational education and includes suggestions for addressing sex bias and sex stereotyping in vocational programs and counseling.

RATIONALE: The issue of sex equity in vocational education is a complex sociological issue involving attitudinal change established by years of traditional role models for males and females. A publication written for the educator responsible to facilitate this change could assist greatly in developing a better understanding and appreciation of the issue of sex equity in vocational education. Included in such a document should be assistance in how to assess sex bias and sex stereotyping in vocational programs and counseling services and suggestions for implementing an action program that will have a positive effect on establishing bias and stereotyping free vocational programs and related activities.

RESPONSE:

ACTIONS TO BE TAKEN:

Keeping the Local Vocational Education Advisory Council Involved and Functioning

Ingenious creativity is required of the vocational administrator in order to stimulate and motivate advisory council members. The task of exciting new council members while motivating experienced ones demands a variety of activities. All council members should be provided information on what the council is to do, how it is to do it, when it is to be done, and how well it was done. To assist the council in answering these questions, the vocational administrator should coordinate the following activities:

1. Orientation of new members
2. Development of a program of work
3. Recognition of council members
4. Assistance with council self-evaluation

Orientation of New Members

A local vocational education advisory council is established specifically to provide advice which will lead to an improved vocational education program in the school division. The vocational administrator provides leadership to the local council and must insure that the new members understand their roles, including the expectations and limitations of the council. The vocational administrator should orient the council members to the fact that whereas they are serving only in an advisory capacity, the school supports the council, recognizes its importance, and wants its help. The orientation of new members of the advisory council is the responsibility of the vocational administrator.

To insure that new council members understand their role and what is expected of them, special orientation activities should be planned. Some special orientation activities might include the following:

1. a tour of the school(s) for council members with vocational students acting as tour guides,
2. a social gathering for the council members and the vocational teachers,
3. attendance of council members at vocational faculty meetings,
4. tours of the business establishments of other council members,
5. an orientation session to inform council members of events undertaken by previous advisory councils, and
6. provision of a handbook for council members.

Developing a Program of Work

A successful and effective council always will be guided by a well-planned, annual program of work. This program of work should reflect long-range plans as well as the special issues to be addressed during the year. Outlined in a long-range plan should be several years of coordinated activities designed to improve the vocational education program on a continuous basis. The special issues should provide the council with a guide for the allocation of its time and resources during the year. In developing this yearly program of work, it is very important for the council to plan the activities that can be accomplished within that year. In scheduling the yearly activities, a calendar should be used in establishing definite completion dates for each activity. In developing this annual program of work, attention must be given to those activities required by law of advisory councils (see pages 1.14, 1.15).

A suggested outline of activities which might be included in an annual program of work follows:

*I. Assessment of Current Job Needs
   A. Conduct survey of employers regarding manpower needs
   B. Review employment data provided by such sources as VEC, VOICC, area employers, CETA sponsors, Chamber of Commerce, etc.

*II. Assessment of Relevance of School Vocational Program
   A. Review and evaluate existing programs (curriculum, facilities, equipment)
   B. Assist in updating existing programs if necessary
   C. Help establish new programs if needed
   D. Assist in making cost studies for specialized program and/or courses
   E. Conduct survey in order to help establish student proficiency standards

*III. Annual Vocational Plan
   A. Assist vocational administrators in the development of the annual vocational plan
   B. Assist with the evaluation of the annual vocational plan.

IV. Program Staff
   A. Review and advise on teacher selection criteria
   B. Suggest recruitment practices
   C. Identify resource persons who could assist with instruction and facilities planning
   D. Arrange exchange programs between vocational instructors and workers in business and industry
   E. Identify persons to serve as adult vocational instructors
   F. Identify paraprofessional support staff for special needs programs

V. Student Placement
   A. Organize employer/student conferences
   B. Notify the teachers or school placement personnel of job openings
   C. Assist in writing letters of recommendation for students
   D. Review follow-up studies
   E. Coordinate placement services with other agencies
   F. Employ co-op students and graduates

VI. Public Relations
   A. Develop a community awareness of the facilities and its equipment by means of an annual community open house
   B. Speak before civic and service clubs in the community
   C. Develop a format to promote programs through newspapers, radio, television, and other forms of the media
   D. Establish an awareness program for outstanding student performance
   E. Develop promotional materials
   F. Provide feedback to special population groups
   G. Sponsor student displays at local shopping centers
   H. Solicit the local merchants for sponsorship of special projects
   I. Provide student/parent activities
   J. Develop a speakers' bureau for each program area

VII. Vocational Student Organizations
   A. Identify persons from business and industry to make classroom presentations
   B. Sponsor competitive events
   C. Serve as judges and consultants at local, regional, and state events
   D. Speak at student organization meetings
   E. Serve as chaperone on student organization out-of-town conventions

VIII. Evaluation
- A. Serve as a team member on one or more of the three-day on-site evaluations in their own or other educational agencies
- B. Visit programs in their own school division with state vocational staff members.
- C. Attend the State Department administrative review team's interview session with the local vocational administrator
- D. Attend the exit conference of the State Department's evaluation team
- E. Review and study the evaluation summary
- F. Make recommendations to the local school board for program improvement based on the evaluation summary

IX. Annual Written Report

* Required by law of vocational advisory councils.

A preliminary draft of the program of work should be developed. In assisting with the draft, the vocational administrator should share, with the council chairperson, relevant materials such as previous long-range plans, minutes of past council meetings, and annual reports from previous years' councils.

Using the draft of the program of work, the chairperson, along with other members of the advisory council, should develop and approve a final annual program of activities. Once the plan is approved, the adopted program of work should serve as a guide for planning the agenda for the council's meetings during the year. For a sample Activity Planning Guide, see Appendix H, page 4.17.

Recognition of Council Members

Because advisory council members serve voluntarily, special efforts should be initiated to recognize them for their active participation. It is important for the morale and enthusiasm of the council that the efforts of its members be acknowledged publicly. Some specific ways of recognizing council members are as follow:

1. Publish a listing of advisory council members in the high school program brochures or in the postsecondary school catalogues.
2. Send letters of thanks from students, teachers, school principals, program administrators, superintendents, school board presidents, and even mayors and county executives.
3. Give council members certificates or awards that may be displayed.
4. Invite council members to graduation activities, open houses, and other special events sponsored by the educational agency.
5. Stage a special recognition event such as a dinner for the council.
6. Include the names of members in articles sent to local newspapers.
7. Post the names of advisory council members prominantly in the institution.
8. Release newsworthy activities of the council members to news media.

These kinds of recognition activities surely will be received graciously by council members and may improve the climate for further involvement of knowledgeable and dedicated persons from both the private and public sectors of society.

Assisting the Advisory Council with Self Evaluation

An advisory council, like any other operating body, needs some means by which to determine its effectiveness in accomplishing its planned goals and its overall contribution to the vocational education program. In establishing a yearly agenda, or program of work, the advisory council is, in reality, setting goals for itself.

The local vocational administrator can assist the council in the task of self-evaluation by offering suggestions that will help members see the appropriate steps to be taken toward the documentation of the accomplishment of the goals. Such steps as the following should be considered:

1. Establish criteria to determine when a goal has been achieved and the level of the achievement.
2. Document the progress of each activity listed in the program of work.
3. Monitor all recommendations made to the school board and note any actions taken on those recommendations.
4. Review the annual summary of what the council has done.

The participation of the council in the above activities will expedite the preparation of its annual report to the board. This annual report can serve as a concomitant vehicle for assessing its accomplishments during the year.

For a sample advisory council self-evaluation form, see Appendix I, pp. 4.19. This form is not intended to be used by the local council as it presently is constructed. It can serve, however, as a

model from which adaptation can occur. The form will need to be adapted to the individual vocational education advisory council's projected program of work, goals, and objectives.

The members of the vocational education advisory council have been selected carefully for their assignment. It is likely that the members' desire to be successful as a group and individually, will be greater than most educators realize. The council should be given, therefore, the opportunity to devise and administer its own evaluation instrument. The council has been asked to serve in an advisory capacity; thus, it should be afforded the privilege of evaluating its contribution.

Occupational Advisory Committees

Introduction

A vocational teacher has the responsibility of developing a program of instruction which is based on the needs of and opportunities available in the community. Even the most competent teacher needs the assistance and support of community leadership in this endeavor. An occupational advisory committee composed of lay members can serve as a link between the community and the teacher in providing an up-to-date vocational program for students. The establishment and maintenance of an occupational advisory committee require time and effort; however, the time spent and effort expended will result in a more effective vocational program than without the assistance of such a committee.

The extent to which an occupational advisory committee functions depends on the vision, enthusiasm, and efforts of the teacher as well as the members of the committee. Motivation to organize and maintain an effective occupational advisory committee, first, requires knowledge about organizational and operational procedures. Teachers may learn about the organization and operation of an advisory committee by:

1. reading the school's advisory council guidebook,
2. attending workshops and conferences on advisory committees,
3. becoming involved in the work of the school division's general advisory council,
4. discussing occupational committees with teachers from other schools, and
5. observing the activities of advisory committees in other schools.

What is an Occupational Advisory Committee?

An occupational advisory committee, referred to also as a craft or program committee, is a group of persons concerned with specific occupational areas, e.g., agriculture, business, health, rather than with the entire vocational program. The major responsibility of occupational committees is to work closely with the vocational teacher and the problems and concerns at the classroom level. The occupational committee should provide advice on such matters as the following:

1. the relevancy of instructional materials,
2. laboratory equipment,
3. teacher qualifications,
4. placement and follow-up of graduates, and
5. student organizations.

The membership of this committee might consist of a vocational educator, a recent graduate of the occupational program, and lay persons with knowledge and skill in the occupational field.

Organizing the Occupational Advisory Committee

Organizational procedures must be planned and followed carefully to produce an effective occupational advisory committee. Although the procedures may require modification for the specific situation, the basic steps for organizing an occupational advisory committee are as described in the following sections.

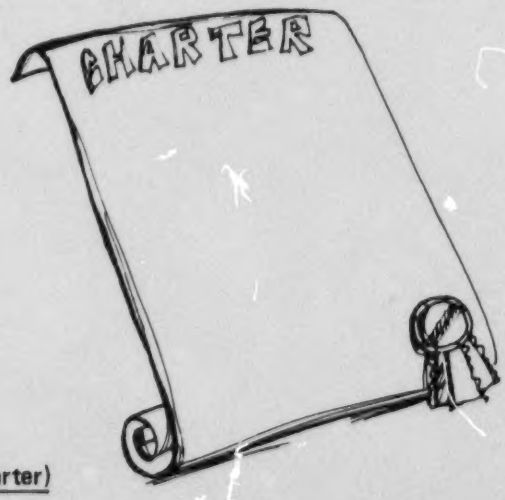
Assessing the Situation

The teacher should evaluate the attitudes of the school and community concerning advisory committees before starting the organizational process. To do this it is important to talk with school administrators, teachers, and lay persons in the community.

If positive attitudes exist, the teacher probably will experience little difficulty in organizing an occupational advisory committee. If resistance to the formation of the committee exists, however, the teacher must attempt to develop positive feelings before proceeding. Given the existence of positive attitudes toward and demonstrated support of the establishment of a committee, the proper chain of command in the school system must be identified through which to operate during the organizational process.

Preparing to Organize the Committee

The administration must be informed of the plans to organize an occupational advisory committee. A written statement of the purposes (charter) of the committee and the procedures which it will follow should be developed. A citizens' group may be involved in developing the charter and the operational procedures if the teacher and school administration decide this would be beneficial.



Developing a Statement of Purpose (Charter)

The framework within which an occupational advisory committee functions is established by means of a charter or an official statement of purpose. The charter should be relatively short with specific details clarified in the statement of organizational procedures. Concerns of the vocational administrator, school administrators, and the school board regarding the committee's role and its attendant relationship to the vocational program should be made clear in the charter. The statement should include the following:

1. proposed name of the committee,
2. purpose of the committee,
3. relationship of the committee and the school board to each other, and
4. right of the school board to dissolve the committee.

OCCUPATIONAL COMMITTEE CHARTER

I. **Name**

The committee will be called the Distributive Education Occupational Advisory Committee of Virginia High School.

II. **Purpose**

The committee is formed to carry out the following:

A. Assist local Distributive Education administrators and teachers in the successful operation and promotion of the Distributive Education program.

B. Advise Distributive Education administrators and teachers in the following areas:

1. relevancy of instructional materials
2. appropriations and adequacy of laboratory equipment
3. teacher qualifications
4. placement and follow-up of graduates
5. student organization (DECA), and
6. manpower needs in the distributive occupations.

C. Facilitate cooperation and communication with the public, retail and wholesale organizations, and other institutions of learning.

III. **Policy and Policy Development**

A. Policy is enacted officially by the local board. None of its authority is given to the Distributive Education occupational committee.

B. Suggestions for policy and recommendations for improvement may come to the School Board from the Distributive Education committee through the vocational advisory council. The committee may review proposals from other sources and may originate policy proposals.

IV. **Tenure and Responsibility of Distributive Education Occupational Committee**

A. The committee may be dissolved by a majority vote of the local board. The board may reorganize the committee if it feels that the committee could function more profitably under a different organization.

B. Specific authorization by the local board is necessary before the committee may promote the adoption of its proposed school policy and plans.

Developing a Statement of Organizational Procedures

The statement of organizational procedures is actually a "set of rules" governing the organization and operation of the advisory committee. Such a statement is necessary to provide continuity over time. The following organizational information may be used in developing the statement of procedures.

Membership. Members of an occupational advisory committee must be selected carefully by the vocational educator so that they represent the various segments of the community. The number of members varies with the nature of the occupational program. The group should lend itself to informal, constructive discussion and not be so large as to become cumbersome. Four to six members tend to make a viable group.

Terms of membership. Members are appointed to definite terms of office, usually from one to three years. Provisions are made for staggering replacements so there always will be experienced members serving on the committee.

Chairperson. The occupational advisory committee elects a lay member to serve as chairperson. The chairperson presides at meetings, works closely with the officials of the school(s), calls meetings and plans agendas, appoints subcommittees, and represents the advisory committee to other groups. The chairperson has the responsibility of communicating committee recommendations to the general vocational advisory council.

Vice-chairperson. A vice-chairperson is elected to serve in the absence of the chairperson.

Secretary. A nonvoting school representative usually serves as secretary. The secretary performs the usual functions of assisting with agenda preparation, announcing meetings, communicating information, arranging for meeting facilities, and recording and disseminating minutes.

Executive Committee. The executive committee consists of a chairperson, vice-chairperson, and vocational educator who serves as secretary and is an ex officio member of the committee.

Meetings. When the initial meeting is called, notification is sent by the vocational educator who organized the committee. Following the election of officers, the chairperson calls subsequent meetings, and the secretary sends the notifications. It is important to establish the dates, time, and place of meetings early so members can mark in their schedules accordingly. The number of meetings to be held each year is dependent on the specific situation and the need.

Occupational advisory committee recommendations. All recommendations deemed pertinent by the occupational advisory committee should be presented to the local division's general vocational advisory council. After discussion and consideration by the general council, vocational administrator, and school division administrators, the recommendation, submitted by the occupational committee, is presented to the school board by the general advisory council.

STATEMENT OF ORGANIZATIONAL PROCEDURES

I. **Name**

The committee shall be called the Distributive Education Advisory Committee of Virginia High School.

II. **Functions (Objectives)**

The major objectives of the D.E. Occupational Advisory Committee are the following:

A. To help revise, when necessary, the Distributive Education curriculum.

B. To assist in determining the need for establishing additional courses as well as to advise school officers regarding the maintenance or elimination of certain courses from the D.E. curriculum.

C. To aid in recruiting instructors with adequate academic and distributive background, professional attitude, and teaching ability to insure a strong and efficient faculty.

D. To address the student body on topics which will inspire the young men and women to elect training in the distributive occupations.

E. To offer advice and counsel in matters pertaining to:

- Instruction in the field of occupational information and fact-finding.
- Placement possibilities.
- Occupation extension instruction for graduates presently engaged in a distributive occupation (inservice).
- Adult education in the distributive occupations (preservice).
- Guidance, initial employment, and follow-up.
- Building and equipping facilities.
- Teaching materials, tools, and apparatus.

III. **Membership**

A. The committee shall consist of six members, five of whom shall be selected from among community persons involved in the distributive occupations; one serving ex officio representing the education institution.

B. Members will be selected by the educational agency's Chief Officer or his/her designee.

C. Each member will be appointed for a term of from one to three years. Such a staggered arrangement will assure experience within the membership.

IV. **Officers**

A. A chairperson, elected from within and by the voting membership, shall serve for one year. He/she shall preside at all meetings of the committee, work closely with school officials, plan agendas, and represent the occupational committee to other groups.

B. A vice-chairperson, elected from within and by the voting membership, shall serve for one year, and represent the chairperson in his/her absence.

C. A nonvoting school representative, i.e. vocational educator, shall serve as secretary. The secretary shall assist with agenda preparation, announce meetings, arrange for meeting facilities, and record and disseminate minutes and other pertinent information.

D. The Executive Committee shall consist of the Chairperson, Vice-Chairperson, and Secretary of the Occupational Committee.

V. **Meetings**

A. Regular meetings will be held on a monthly basis, the exact times, dates, and places to be determined by the membership.

B. Special meetings will be announced at the discretion of the Executive Committee.

C. A quorum will consist of 60% of the voting membership.

VI. **Committees**

A. When special need arises, a special committee may be appointed from within the membership by the chairperson.

B. No standing committees will function.

VII. **Occupational Committee Recommendations**

All committee proposals and/or recommendations concerning the operation of the Distributive Education program shall be submitted to the General Advisory Council for discussion and approval. When appropriate, the proposals and/or recommendations originally submitted by the Distributive Education Occupational Committee will be presented by the General Advisory Council to the School Board for action.

Obtaining Approval to Organize the Committee

The vocational educator must submit a written request to the school board through official administrative channels seeking approval to organize the occupational advisory committee. The request should be accompanied by the statement of purpose, and an organizational procedure statement.

Notifying the Appointed Committee Members

The educator assumes leadership in selecting and notifying members of the advisory committee of their appointment. An official letter of appointment over the signature of a school administrative official, preferably the superintendent or agency head, should be sent to each member.

LETTER OF APPOINTMENT

Dear _____ :

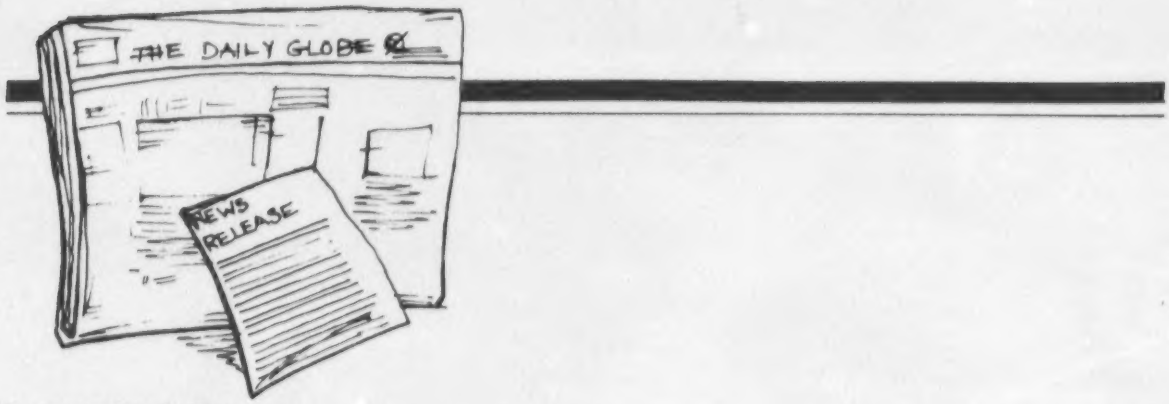
We are pleased to inform you of your appointment to the Distributive Education Occupational Committee of _____. We wish to thank you for your willingness to serve on this committee.

The major objective of the Distributive Education Advisory Committee is to maintain and improve the Distributive Education programs offered by _____. Your active attendance, participation, and interest in the committee's work will be influential in the accomplishment of this objective. Your role will be one of advising and assisting school officials in order to ensure that a high quality Distributive Education program is available to all our students.

Shortly, you will be notified by _____ about the time, date, and place of the first meeting of the Occupational Advisory Committee. At this meeting, the role and function of the committee, as well as your potential contributions to it, will be clarified. You will have the opportunity to meet other committee members and the school's Distributive Education staff.

Thank you again for your interest in the _____ Distributive Education program. We look forward to seeing you at the first meeting.

Sincerely,



Preparing Media Releases

A news release describing the newly organized advisory committee is a good public relations tool. It should be drafted by the educator and submitted to the administration for approval before release. It is important that committee members receive their letters of appointment before the news article is released. The news release should include the name of the school, the name of the occupational advisory committee, the name of the school administrator announcing the appointments, the names of the members, and a brief description of the purpose and function of the committee.

Operating an Occupational Advisory Committee

The vocational educator has an important leadership role to play in the operation of an effective occupational advisory committee.

First Meeting

The attitudes of the members of a new or reorganized advisory committee will be influenced if not established at the first meeting. The educator assumes the leadership for planning and conducting the first meeting. The agenda must be planned carefully and reviewed with the school administration.

The educator should send an invitation to each member with a tentative agenda. The meeting information may be submitted to the school administration for approval for release to the newspaper.

A room in or near the occupational program facilities is recommended as a meeting place. A large table with comfortable chairs creates a good atmosphere for the meeting.

A name card for each person attending may be placed on the table in front of each chair. Each member should be provided with the following:

1. a pad of paper and pencil,
2. a copy of the agenda,
3. a membership directory,
4. a copy of the advisory committee charter,
5. a file folder, and
6. an Occupational Advisory Committee handbook.

The educator should be ready to greet members as they arrive. The educator serves as the temporary chairperson during the first meeting and in subsequent meetings until a permanent chairperson is elected. A temporary secretary should be asked to serve during the first two meetings.

Included in the agenda of the first meeting should be:

1. a demonstration of support of the school administration for the committee,
2. an overview of the occupational education program, and
3. the establishment of the time, place, and date of future meetings.

An important part of the first meeting and subsequent meetings is the informal discussion that can take place. The formal meeting should be followed by a social activity during which time members can get acquainted. It is appropriate for refreshments to be furnished by the occupational program's student organization, e.g., FBLA, DECA, AIASA, FHA-HERO, FFA, VICA, and HOSA.

The educator should arrange filing space for the advisory committee at the school. Such an arrangement provides not only the easy access to records, minutes and other pertinent materials, but also a convenience to members who desire to leave their materials at the school.

Second Meeting

At the second meeting the educator should begin to transfer leadership to the committee members. The agenda for the second meeting should include the following:

1. a review of the minutes of the first meeting,
2. adoption of rules of operation,
3. appointment of a nominating committee to provide a slate of officers,
4. development of the annual plan of work, and
5. identification of the one area of concern on which to concentrate the majority of the committee's efforts.

Third Meeting

The committee should elect its officers so the transfer of leadership from the vocational educator to the committee can be completed. The function of the teacher then becomes one of a facilitator in maintaining the smooth functioning of the committee.

Maintenance of an Effective Occupational Advisory Committee

Once an occupational committee is established and operating, keeping it active and its members involved becomes the difficult task. Motivating committee members requires a variety of activities and good leadership on the part of the vocational educator. The following is a discussion of several "tricks of the trade" for maintaining an effective occupational committee.

Program of Work

An occupational committee should plan several major activities to be undertaken during the year. This plan need not be specific and detailed; however, it should provide direction for the committee with respect to the tasks it hopes to accomplish. Below are suggested activities which readily lend themselves to occupational committee function. A program of work might involve several specific offshoots of these general suggested activities.

Types of Activities
Which Lend Themselves Readily to
Occupational Committee Function

1. Areas of technical assistance where solutions to problems are being sought.
2. Areas where the members of the committee have a professional or economic interest in getting something done.
3. "Public Interest" projects on which there is broad agreement and for which support can be readily obtained.
4. Special or ad hoc assignments of limited duration.
5. Assignments which can result in a concrete or observable result, such as a public relations campaign or an evaluation of a program.
6. Problems which involve an improvement in communication with the public. The committee has an opportunity to make helpful suggestions and may also suggest ways in which it can assist in carrying out its own recommendations.

In providing leadership to an occupational committee in planning a yearly program of work, the vocational educator should be aware that certain situations cause committees difficulty and should be avoided. Below is a list of such situations.

Situations Where Occupational Committees Face Difficulty

1. Where school administrators have already determined a course of action and want approval rather than advice. Committee members resent being asked to "rubber stamp" a point of view.
2. Where the advice to be given involves a large amount of preparation by members, or participation in an activity requires an undue amount of a member's time.
3. Where speed of action is a primary factor. Getting a committee together for a non-scheduled meeting is sometimes a difficult task.
4. Where strong disagreements might exist between the members of a committee concerning matters on which their assistance is requested. Under such circumstances, the committee meeting is not likely to produce agreement and may incite greater controversy.
5. Where technical advice is sought from a general advisory council.
6. Where matters of an administrative nature are concerned.
7. Where there is a possibility that a member can give advice on or otherwise participate in the discussion of matters of direct benefit to himself or his organization.

Agenda Development

A well-planned program of work will expedite agenda preparation. From the general activities slated for accomplishment during the year, specified agenda items regarding these activities will emerge for committee discussion.

The vocational educator and the committee chairperson are responsible for agenda preparation. They should confer before a committee meeting to determine the topics and issues to be discussed and to establish an agenda containing worthwhile content.

One of the most effective ways to encourage attendance and participation of committee members is to provide them with significant problems to discuss. It is up to the vocational educator to exercise judgment and leadership in determining what questions will be presented to the committee. On the following page are several tips one might use to determine the availability of item inclusion on an agenda.

Judging Types of Problems to Consider

Items on an agenda should meet most, if not all, of the following six tests:

1. Is this a real problem?
2. Is this a problem which the school division earnestly desires to solve?
3. Will the school division use the committee's recommendations?
4. Is this a question in which the committee is interested or can become interested?
5. Is the committee competent to discuss and make recommendations on this type of problem?
6. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?

Items to be Avoided in Occupational Advisory Committee Meetings

1. Questions that deal with administrative problems.
2. Questions that are likely to result in committee resolutions. Resolution passing is related closely to control and may embarrass both the division representative and the division. Once a committee assumes such functions, it is difficult to withdraw them.
3. Questions that suggest their own answers or that are so general as to be unanswerable.
4. Items that appear to pose a question although the school has already decided upon an answer. Such questions are misleading and are resented when the true situation is discovered.

A copy of the proposed agenda along with other pertinent information should be sent by the secretary to each member at least a week prior to the meeting. This gives members an opportunity to prepare themselves to take an active part in the discussion.

Sample Agenda Outline*

Called to Order
Roll call
Approval of minutes of previous meeting
Reports of officers and committees
Old business
New business
Announce date of next meeting
Adjournment

* It is advised that a specific amount of time be set for these meetings and that the chairperson take care to move the meeting along so that each item on the agenda is covered.

Preparation of Minutes

The preparation of minutes is the responsibility of the educator who serves as the secretary of the committee. A sample copy of the minutes of a meeting of an auto painting occupation advisory committee is shown below.

SAMPLE MINUTES OF A MEETING

Metropolitan City Schools
Auto Painting Occupational Advisory Committee

Minutes of Meeting Held November 4, 1980
at Metropolitan High School

Members present:
Gus Boley
Jerry Wangeman
Jack Eggert
Woodrow Fitzwalder
Christine Cole

Members absent:
Bob Mantle

School representatives present:
John R. Franklin
Earl W. George

The meeting was called to order by Gus Boley, chairperson, at 7 p.m. Role was called and minutes of previous meeting approved. There being no old business, the committee proceeded to new business. The new business involved the consideration of the institution of a new training program into auto painting.

Mr. Boley introduced the topics for discussion with an explanation of the need for answers to certain questions.

QUESTIONS FOR DISCUSSION

1. To what extent does the occupational field offer employment opportunities to those who may be trained?
2. To what extent is the occupation sufficiently stable to warrant expenditure of public funds for a training program?
3. Would the proposed training program duplicate existing programs in other schools in the city or other training agencies?
4. Can any aid be expected from the industry or occupation concerned?
5. Are qualified potential trainees available, or can they be recruited for the proposed type of training?
6. Is it possible to recruit an efficient instructor for such a program?
7. How is the community need for this type of training expressed?

A general discussion among the committee members followed the introduction of each topic. Jack Eggert stated that he receives calls nearly every day from shops interested in employing dependable and capable apprentice painters. Chris Cole pointed out that some larger firms had to set up their own training programs in desperation because of the inability to employ qualified applicants. Jerry Wangeman indicated that his company would provide a variety of training aids and instructional material for the class and he was sure that other material was available. Woodrow Fitzwalder said he felt that school-trained applicants would be preferred. The summary of the general discussion indicated the consensus of the group to be that there is a need for a training program at Metropolitan Technical High School, that industry would support such a program now, and that there would be a continuing need and support for the program.

Mr. Franklin said that such being the case, he would like for the record specific answers from the group to each of the prepared questions.

QUESTION 1: An anticipated supply of 10 trained apprentices per year from such a training program was mentioned as a reasonable figure for consideration. Jack Eggert stated that the area could absorb several hundred trained apprentice grade employees per year.

QUESTION 2: The consensus was that the occupation is stable and will continue to remain so.

QUESTION 3: No. As previously stated, there is a need for training of this type.

QUESTION 4: Jerry Wangeman expressed a belief that manufacturers would be very interested in supplying equipment on a loan basis in support of the training program. Chris Cole said that extensive training aids, including speakers and demonstrations, would be available from the Carborundum Co.

QUESTION 5: Mr. Franklin gave an interpretation of the term "qualified" as used in this question. The consensus was that there is a demand for qualified apprentices as trade journeymen and shop owners do not have time to instruct new, untrained employees to bring them up to the level of the qualified apprentice.

QUESTION 6: The group was in agreement that qualified employees are not easy to obtain and industry is short of journeymen workers. It would be possible to recruit instructors of the desired type but not easy, especially in the lower age brackets.

Mr. Franklin asked if the auto painting trade is one that is likely to be replaced in the foreseeable future by development of new techniques through scientific research. The unanimous opinion of the committee was that replacement of painting in the automobile industry by substitution of other methods of finishing is not foreseeable in the near future.

In answer to direct questions in each case, the committee was in agreement that:

1. The expense involved in substituting a training program in auto painting at Metropolitan Technical School was not prohibitive.
2. The legal problems involved in paint handling and air pollution are not prohibitive.
3. Facilities for this training program could be provided by the school without undue strain. The possibility of construction of some of the equipment, such as the spray booth, by trade classes within the school was suggested by several members.
4. Part-time work for students in training would be available under normal business conditions in the trade. Industry would welcome the opportunity to obtain such employees on a short-term basis during rush periods.

The question of whether auto painting training should be given as a separate course or whether this training should be a part of the present auto body and fender repair course was discussed. Chris Cole said she did not believe an auto painter should be concerned with body and fender repair. A body and fender man should, however, have enough experience with painting to understand what constitutes proper preparation of a repair job for painting. The committee was in unanimous agreement with this statement.

CONCLUSION

1. An auto painting training program in this area would answer a need expressed by the representatives from industry.
2. Such a program would be a long-term program, welcomed and assisted by industry.
3. Institution of the program would not involve the school district in unreasonable capital outlay, maintenance expense, or technical operation problems.
4. Auto painting should be offered as a separate course rather than as part of the body and fender repair course.
5. The body and fender repair course should include enough training in auto painting to give an appreciation of problems involved in the proper preparation of repair work for the painter.

The committee recommended that Metropolitan Tech proceed with plans for the institution of a training course in auto painting.

Mr. Franklin outlined the steps necessary in following this recommendation and asked for volunteers for service on a curriculum committee. All members present volunteered to assist with the development of a curriculum.

The meeting adjourned at 10 p.m.

Respectfully submitted,

Earl W. George
Secretary

Additional Tips for Effective Occupational Committee Maintenance

Occupational advisory committees are marvelous resources, and their members usually will be anxious to participate in and contribute to the occupational program if given the proper leadership and direction. Incorporating several or all of the suggestions listed below into the overall operation of an occupational advisory committee will aid a vocational educator in maintaining an effective, outstanding committee.

1. Provide a handbook for each advisory committee member.
2. Conduct meetings on an organized time schedule.
3. Send a reminder letter with the agenda to each member at least one week prior to a scheduled meeting and invite suggestions for additions to the agenda.
4. Telephone members on the day of the scheduled meeting, to remind them about the meeting.
5. Conduct at least one luncheon meeting during the year.
6. Plan an annual dinner or breakfast with a distinguished speaker.
7. Maintain a climate of informality at committee meetings and encourage a two-way interchange of information.
8. Send each member a copy of the minutes as soon as possible and maintain a complete set of the minutes at the school.
9. Avoid unnecessary detail work for advisory committee members.
10. Involve advisory committee members in planning ways to make vocational and technical programs available, attractive, and meaningful to all students.
11. Ask advisory committee members to assist in developing practical experiences for students.
12. Keep members informed about legislation that affects the vocational and technical program.
13. Invite advisory committee members to serve as resource persons in classrooms.
14. Arrange field trips for students through assistance of advisory committee members.

15. Attend industry programs when invited by advisory committee members.
16. Encourage the advisory committee members to visit the school and classes specific to their interest.
17. Invite members to participate in vocational student organizagional (FBLA, DECA, FFA, etc.) activities.
18. Encourage the school administration to reward and recognize the committee's efforts.
19. Provide special recognition for advisory committee members who have contributed outstanding service.
20. Ask members for suggestions to improve the effectiveness of the advisory committee.

Services of the School Administration

Vocational educators can expect certain support services from the school administration to assist them in their establishment and operation of an advisory committee. The following are examples:

Vocational teachers expect certain support services from the school administration to assist them in their establishment and operation of an advisory committee. The following are examples.

1. Providing backing and approval for establishment of the advisory committee.
2. Assisting in developing a statement of policy regarding the activities of the advisory committee.
3. Assisting the educator in the process of selecting and nominating the committee members for approval by the school board.
4. Writing letters of appointment to the committee members.
5. Serving as ex officio members of the committee.
6. Attending advisory committee meetings.
7. Providing facilities and secretarial services.
8. Providing materials and information for the functioning of the committee.
9. Inviting the educator to attend general advisory council meetings.

Educator's Responsibility to the School Administration

The educator must keep the school administration informed about the following:

1. The program of work of the committee.
2. Recommendations made by the committee.
3. Special activities planned by the committee.
4. Resignation of committee members.
5. Gifts made by committee members.
6. Information that would contribute to the functioning of the general advisory council.

HANDBOOK FOR VOCATIONAL EDUCATION ADVISORY COUNCIL MEMBERS

SUGGESTED USE OF HANDBOOK FOR VOCATIONAL EDUCATION ADVISORY COUNCIL MEMBERS

This handbook was developed to be duplicated and presented to each advisory council member. It should assist in the orientation of members and answer many of their questions about their role and function.

You may wish to individualize the handbook for your particular advisory council by the addition of all or some of the following items:

1. Directory of advisory council members.
2. School and program organizational chart.
3. Philosophy of the school and occupational programs.
4. Program objectives and descriptions.
5. Brochures describing the program.
6. Information about student activities.
7. Floor plans of the occupational education facilities.
8. Summaries of federal and state legislation relating to mandated advisory councils.
9. Related provisions of the state plan.

Note: Remember to remove this page before duplicating and distributing this handbook to your council.

CONGRATULATIONS –

You accepted our invitation to devote some of your time and talents toward the improvement of vocational education. After receiving the letter of appointment from the school administration, you are a member of a local vocational advisory council. You probably want to know what is expected of you in this new capacity.

This handbook was developed to answer some of your questions and to assist you in your important role as an advisory council member.

You were asked to be an advisory council member because you have valuable knowledge and experience to share. Since you represent a segment of business, industry, or labor, you understand the importance of individuals possessing job skills prior to entering the work force and of upgrading those skills once they are employed. You should find this activity a learning, growing experience which will give you the satisfaction of knowing that your service helps create a quality, vocational-technical education program.

What your advisory council will do and how effective it will be in developing a quality program depends on the combination of your recommendations, the educational values of the school, the effectiveness of the instruction, and the motivations of the individual student. By working together, we feel we can be an effective team.

We thank you for accepting this challenge!

WHY ARE ADVISORY COUNCILS USED IN VOCATIONAL EDUCATION?

An advisory council is organized to advise educators on the world of work, and is composed of a group of persons outside of the educational field with specific occupational knowledge and expertise.

Advisory councils are important to the establishment and maintenance of up-to-date vocational education programs. Changes in technology, business, industry, agriculture, labor, and government have increased the need for effective communication between education and the world of work.

An advisory council of interested, competent and concerned citizens is the most productive and relevant method for involving the community in education. It is a vital link between the community and the school.

WHAT IS THE ROLE OF VOCATIONAL ADVISORY COUNCILS?

The advisory council's role is purely advisory in nature—not administrative or policy making. The council's function is to advise and assist in program planning, not to establish or direct policy.

Advisory council members can assist students by providing—

- information and visibility for the vocational-technical program,
- current occupational information,
- incentives, i.e., scholarships, prizes, and awards,
- support for student organizations, and
- placement assistance.

They can aid instruction by providing—

- program recommendations based on interpretation of new developments in the occupation,
- evaluation of facilities and equipment,
- resource persons,
- suggestions on the required qualifications for vocational-technical instructors, and
- suggestions for inservice programs to improve instructor competence.

They can expand public relations by providing—

- recommendations for increasing community understanding of vocational-technical education,
- visibility for vocational-technical education by serving as a speaker for student organizations, career days, and other activities, and
- representation at vocational-technical conferences.

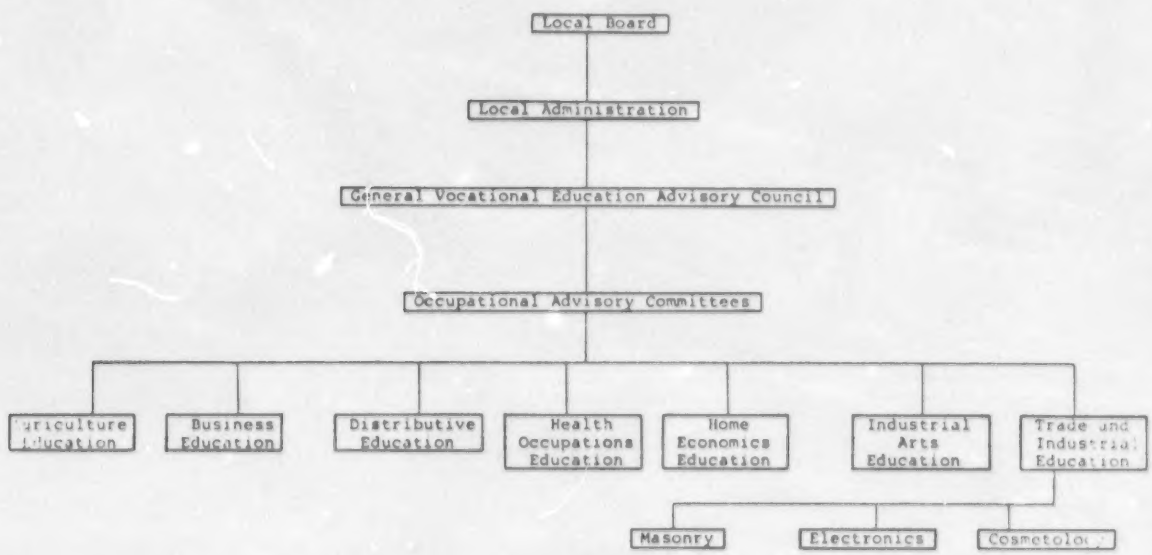
There are numerous ways that advisory council members can be helpful to the school. Members should be involved in only those activities that would make a positive contribution to the school. The council is to deal with educational concerns only and not get involved in such things as partisan political issues, school personnel matters, or fund-raising activities.

HOW ARE VOCATIONAL ADVISORY COUNCILS ORGANIZED?

The chart below provides a diagram of how the various occupational advisory groups relate to the school structure. The specific organizational structure of the vocational advisory council is determined by the bylaws. The general organizational structure is described below.

Figure 1

SUGGESTED ORGANIZATIONAL STRUCTURE FOR VOCATIONAL EDUCATION ADVISORY GROUPS



Membership

The number of members varies with the nature of the program served. The group should lend itself to informal, constructive discussion. Seven to eleven members tend to make a viable group.

Terms of Membership

Members are appointed to definite terms of office, usually from one to three years. Provisions are made for staggering replacements so there always will be experienced members serving on the committee.

Chairperson

The advisory council elects a lay member to serve as chairperson. The chairperson presides at meetings, works closely with the officials of the schools, calls meetings and plans agendas, appoints subcommittees, and represents the advisory council to other groups. The chairperson has the responsibility of communicating council recommendations to the school administration.

Vice-Chairperson

A vice-chairperson is elected to serve in the absence of the chairperson.

Secretary

A nonvoting school representative usually serves as secretary. The secretary will perform the usual functions of assisting with agenda preparation, announcing meetings, communicating information, arranging for meeting facilities, and recording and disseminating minutes.

Executive Committee

The executive committee consists of a chairperson, vice-chairperson, and vocational educator who serves as secretary and is ex officio member of the committee.

Meetings

The initial meeting will be called and notification sent by the school administration. Following the election of officers, the chairperson will call subsequent meetings, and the secretary sends the notifications. It is important to establish the dates, time, and place of meetings early so members can mark their schedules accordingly. The number of meetings to be held each year is dependent on the specific situation and the need.

Agenda

The responsibility for the development of the agenda lies with the chairperson and the school administration. The agenda should be sent out by the secretary to each member with the meeting notification and any material necessary for the meeting. This gives members the opportunity to come to the meeting prepared to take an active part in the discussion.

Responsibilities of Advisory Council Members

Each member is expected to–

- attend meetings regularly, participate in the advisory council discussions, and serve on committees, when requested,
- study carefully any problems that come before the advisory council before reaching a final decision,
- reach a personal decision, after considering the views of other citizens and/or organizations, and
- respect the rights of fellow council members by not discussing opinions of individual members. The opinions and conclusions of the advisory council as a whole may be discussed, within the context of the policies approved by the board of education.

WHAT ARE THE SCHOOL'S RESPONSIBILITIES FOR THE ADVISORY COUNCIL?

The school administration should–

- advise the council on school regulations that might affect them,
- provide the council with all the necessary background information before the members discuss a school problem,
- have a thorough knowledge of all problems presented to the council and discuss them with the council members,
- seek out and listen to the advice and opinions of council members,
- take time to listen to council members if they want to discuss a concern,
- advise the council on the status of its suggestions,
- consult the advisory council before taking any action on items within the council's function, and
- consult the advisory council before initiating new programs.

WHY SHOULD YOU SERVE ON A VOCATIONAL ADVISORY COUNCIL?

Advisory council service–

- recognizes your experience and knowledge in your field,
- provides contact with students who can be a source of part-time employees,
- provides a source of well-trained and experienced future full-time employees,
- offers you the satisfaction of being involved with the education of youth and adults in your community, and
- gives you an investment in preparing the future "work force".

ADVISORY COUNCIL MEMBER INFORMATION SHEET

Name _____ Date _____

_____ / _____
Vocational Advisory Council Type

Officers: _____ / _____
Chairperson Phone

_____ / _____
Vice-Chairperson Phone

_____ / _____
Secretary Phone

_____ / _____
Vocational Education Representative Phone

The advisory council covers vocational programs in the following occupational areas:

_____ _____

_____ _____

_____ _____

The advisory council will discuss the following:

_____ /
Current Job Needs date

_____ /
Program Review date

_____ /
Faculty/Equipment date

_____ /
Other date

Concerns I would like the advisory council to discuss are:

_____

_____

_____

_____

_____

_____

The advisory council's annual report to the administrative body will be completed by

_____.
date

Activities the advisory council will participate in:

_____ _____

_____ _____

_____ _____

_____ _____

APPENDICES

Appendix A

SAMPLE AUTHORIZATION FORM FOR ESTABLISHING A GENERAL VOCATIONAL EDUCATION ADVISORY COUNCIL

The local board of _____

on this _____ day of _____, 19 _____, authorizes the establishment of a continuing council to be known as the General Vocational Education Advisory Council.

The General Vocational Education Advisory Council is intended to supplement and stimulate other types of citizen participation.

The purpose of the General Vocational Education Advisory Council is to serve as an arm of the school board by providing advice and counsel to the board.

The General Vocational Education Advisory Council is expected to contribute to the improvement of the school division's vocational education program by–

1. assisting with annual and long-range planning;
2. advising on current and long-range labor market trends;
3. conducting occupational/community surveys as related to the vocational education needs of the community;
4. advising the school division's administration and school board concerning course content and program development;
5. assisting in finding full-time job placements for students;
6. facilitating communications that create good public relations between the school and the community;
7. providing a consulting service to the school board and administration in the areas of equipment and facility planning;
8. providing assistance to the school board and administration through assigned activities associated with program staffing;
9. assisting in program review activities and/or program evaluation;
10. identifying and assessing community resources that will offer support to the instructional program.

In authorizing the organization of the General Vocational Education Advisory Council, the local board pledges its cooperation in the council's work. The General Vocational Education Advisory Council will be expected to operate within the guidelines set forth.

Signed by: _____

(Chairperson of the Board)

_____

(Agency Head)

_____

(Vocational Administrator)

Appendix B

SAMPLE VOCATIONAL EDUCATION ADVISORY COUNCIL CHARTER

I. Name

The council will be called the Vocational Advisory Council of _____.

II. Purpose

The council is formed to carry out the following:

A. Assist the local board in developing broad educational policies.

B. Work with employees of the school, with the agency head's approval, in planning and conducting the vocational program.

C. Facilitate cooperation and communication with the public, organizations, and institutions.

III. Policy and Policy Development

A. Policy is enacted officially by the local board. None of its authority is given to the advisory council.

B. Suggestions for policy may come from the advisory council. The council may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory council may be dissolved by a majority vote of the local board. The board may reorganize the council if it feels that the council could function profitably under a different organization.

B. Specific authorization by the local board is necessary before the advisory council may promote the adoption of its proposed school policy and plans.

Appendix C

SAMPLE SELECTION COMMITTEE RESOLUTION

The local board of _____ hereby authorizes the establishment of a Selection Committee to develop a slate of prospective vocational education advisory council members for approval by the board. Action of the Selection Committee will be in accord with the designated operational guidelines established for the General Vocational Education Advisory Council.

The division agency head is instructed to contact the following _____ (number of) people to explain the purposes of the General Vocational Education Advisory Council and the Selection Committee, to solicit their service on the Selection Committee, to receive their individual responses, and to invite their presence at the next board meeting to receive extensive instructions.

The people requested to serve on the Selection Committee are:

_____ _____, _____, and _____.

The latter will be representing the local agency administrative staff.

Appendix D

SAMPLE CANDIDATE INFORMATION FORM

Name _____

Address _____

_____ Zip _____

Telephone Number _____

Occupation or Title _____

Occupational functions _____

Educational level _____

Indicated degree of interest by candidate –

Circle one: (low) 1 2 3 4 5 (high)

Representative of the following areas of interest to the advisory council:

Comments:

Interviewer: _____

Date: _____

Appendix E

SAMPLE LETTER OF APPOINTMENT

Dear _____ :

The board of education of _____ School District is pleased to inform you of your appointment to the school's vocational advisory council. We wish to thank you for your willingness to serve on this council.

The ultimate objective of the vocational advisory council is to maintain and improve the vocational education program offered by _____ . Your active attendance, participation, and interest in the council's work will be influential in the accomplishment of this objective.

Your role will be one of advising and assisting school officials to help ensure that high quality vocational education is available to our students.

Shortly, you will be notified by _____ about the time, date, and place for the first meeting of the advisory council. At this meeting, the role and function of the council as well as your potential contributions to it will be clarified. You will have the opportunity to meet other members of the council, board of education, and the school administrative staff. At this first meeting, identification of the areas in which the council may wish to work will be discussed.

Thank you again for your interest in your school's vocational program. We look forward to seeing you at the first meeting.

Sincerely,

(signed by the chairperson of the board
of education or an administrator)

Appendix F

SAMPLE AGENDA FOR A REGULAR ADVISORY COUNCIL MEETING*

7:30 p.m.	Called to Order
	Roll call
	Approval of minutes of previous meeting
	Reports of officers and committees
	Standing Committees
	Special Committees
	Old business
	New business
	Announce date of next meeting
9:30 p.m.	Adjournment

* It is advised that a specific amount of time be set for these meetings and that the chairperson take care to move the meeting along so that each item on the agenda is covered.

Appendix G

ADVISORY COUNCIL BYLAWS
(Suggested Outline)

I. Name

II. Area Served

III. Membership
- A. Number of Members
- B. Term of Office
- C. Appointment of Members
- D. Ex Officio Members

IV. Purpose and Responsibilities
- A. Purpose of Council
- B. Responsibilities

V. Organization
- A. Officers
- B. Term of Officers
- C. Minutes

VI. Policies and Procedures

VII. Meetings
- A. Regular Meetings
- B. Special Meetings
- C. Quorum
- D. Agenda

VIII. Committees

(Adopted from Danville, Virginia Public Schools)

Appendix H

VOCATIONAL EDUCATION ADVISORY COMMITTEE ACTIVITY PLANNING GUIDE

Functions	Goals	Objectives	Strategies	Evaluation

Appendix I

SAMPLE CONSIDERATIONS FOR ANNUAL SELF-EVALUATION OF GENERAL VOCATIONAL EDUCATION ADVISORY COUNCILS

I. Accomplishments

A. Contributed to the improvement of policies concerning vocational education. Specific contributions:

_____.

B. Contributed to the improvement of the vocational education program. Specific contributions:

_____.

C. Completed studies related to vocational education. Studies completed:

_____.

D. Contributed to communication between school vocational education programs and the community. Examples:

_____.

II. Council Morale and Relationships

A. Number of meetings held during year _____

B. Average attendance at meetings _____ %

C. Members have acquired increased confidence in and liking for each other? (Yes or No) _____

D. Percentage of meetings attended by board representative _____ %

E. Percentage of meetings attended by representative of school administration _____ %

F. Percentage of meetings attended by teachers' representative _____ %

G. Number of joint meetings with school board _____

H. Number of committees used during year _____

I. Total number of persons included as members of committees _____

J. Name or purpose of each committee

_____

K. Number of persons involved in ground work other than as members of the council and committees (as consultants, resource persons, etc.) _____

1. Number of these from the school staff _____

2. Number from the community but not from the school staff _____

3. Number from outside the community _____

Examples: _____

L. Contributions to community meetings _____

1. Meetings of PTA units _____
2. Other meetings _____

Examples: _____

M. Assistance in disseminating information about school policies _____

Examples: _____

N. Interest in the council

	Increased	Decreased
1. Interest of the members of the General Vocational Education Advisory Council	____	____
2. Interest of the members of committees	____	____
3. Interest of the members of the board	____	____
4. Interest of the administrators	____	____
5. Interest of the teachers	____	____
6. Interest of community organizations	____	____
7. Interest of the public	____	____

O. Members of the council have shared during the year with members of citizens' committees in other communities in the discussion of common problems _____

Examples: _____

III. Council Operation

A. Council has kept its proper sphere of operation? (yes or no) _____

B. Officers have functioned well? (yes or no) _____

C. There was a satisfactory annual program of work? (yes or no) _____

D. Meetings were well planned? (yes or no) _____

E. The discussions at meetings were well conducted and fruitful? There was general participation in the discussions? (yes or no) _____

Examples of especially good or poor discussions:

_____

F. Committees were well inducted into their responsibilities and given help with their assignments? (yes or no) _____

G. The progress reports and final reports of committees were given adequate consideration? (yes or no) _____

H. There were occasional appraisals of the work of the council leading to its improvement? (yes or no) _____

I. Magazines, journals, books, and other published aids were used by the council or individual members? (yes or no) _____

List: _____

J. Consultants from outside the community were used? (yes or no) _____

Names and contributions:

_____

K. A library of resource materials on schools and vocational education was made available to the council? (yes or no) _____

They put it to use? (yes or no) _____

It was improved and its use was improved with what procedures?

_____

L. Policies and procedures for the council were reviewed by the council and the board during the year? (yes or no) _____

M. Council rules were reviewed during the year? (yes or no) _____

Revisions made: _____

N. Council objectives for the year were accomplished as follows:

Objectives	Statement of Accomplishment
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

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